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ABSTRACT

This manual is designed to help school personnel conduct functional behavior assessments (FBAs) and to develop effective behavior intervention plans (BIPs). The manual begins by providing background information on FBAs including: (1) the four-stage model of collaborative problem solving that is used to conduct FBAs and develop subsequent BIPs, including problem definition, problem analysis, development of a BIP, and monitoring progress; (2) why it is necessary to conduct an FBA and the four categories of possible functions for problem behaviors, including access, escape/avoidance, autonomic reinforcements, and multiple functions; and (3) when an FBA should be conducted and when it is necessary under the Individuals with Disabilities Education Act of 1997. This background information is followed by a description of how to conduct FBAs in school settings. Also described is how the FBA informs the BIP, the guiding principles used to match behavioral interventions and supports to the function or functions of the target behavior, and the categories of behavioral interventions and supports that should be considered when developing a BIP. Examples of completed forms for escape and access are appended. (Contains 103 references.) (CR)

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CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENTS

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J. Ron Nelson, Ph.D. Maura L. Roberts, Ph.D. Deborah J. Smith, Ph.D.

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CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENTS

A PRACTICAL GUIDE

J. Ron Nelson, Ph.D. • Maura L. Roberts, Ph.D. • Deborah J. Smith, Ph.D.

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We wish to acknowledge the time and effort of countless educators and researchers whose contribution to the literature regarding functional behavioral assessment have provided a foundation on which this text was constructed.

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PREFACE

The Functional Behavioral Assessment (FBA) requirements in IDEA '97 not only provide an opportunity to improve special education practice but also the social, academic, and vocational outcomes of all students who exhibit problem behavior, including those with disabilities. In the authors' view, FBA and subsequent Behavioral Intervention Plans (BIPs) should be viewed as a school-wide practice that is implemented by teams in natural settings as a proactive rather than a reactive strategy. It is important that FBA not be seen as a practice exclusively tied to special education, dangerous behaviors, or as a precursor to change in placement or school exclusion. Rather, FBA should be used within a system of effective behavioral support, which includes a systematic approach to identifying students at risk for behavioral difficulties and providing proactive behavioral interventions and supports. FBA as a reaction to extreme or chronic behavior problems, as is mandated in IDEA '97, exemplifies a most inefficient use of this proactive technology. The appropriate time to conduct an FBA is when school personnel are concerned about student behavior.

This manual was developed to help school personnel conduct FBAs and, in turn, develop effective BIPs. The manual is based on research and many years of work in school settings with students who exhibit problem behaviors. As with any intervention or assessment process, school personnel may need to modify or augment it with other materials. An effort has been made to make the information included in this manual very practical and user friendly.

INTRODUCTION

School personnel at all grade levels face a growing number of student behaviors that pose a challenge to effective classroom management and instruction. Fortunately, a majority of students respond to standard strategies for addressing problem behaviors. However, for the remaining students, with and without disabilities, general classroom management strategies and interventions do not produce the desired outcomes and may actually exacerbate an already difficult situation. In those cases in which standard strategies and interventions do not work, school personnel will find it useful to conduct a Functional Behavioral Assessment (FBA) as a part of their effort to develop effective Behavioral Intervention Plans (BIPs).

The focus of this manual is on FBA. First, the manual provides background information on FBA including (1) What is an FBA? (2) Why conduct an FBA? and (3) When should an FBA be conducted and when is it necessary under IDEA '97? This background information is followed by a description of how to conduct FBAs in school settings including practical procedures and reproducible forms. Also described is how the FBA informs the BIP, the guiding principles used to match behavioral interventions and supports to the function or functions (described below) of the target behavior(s), and the categories of behavioral interventions and supports that should be considered when developing a BIP.

Background Information

What is an FBA?

An FBA is a collaborative problem-solving process rather than simply a set of assessment procedures. FBA is not only designed to identify the function of problem behaviors and events related to their occurrence, but also to develop effective BIPs. In other words, FBA and BIPs are directly linked to one another, and are often referred to as "effective behavioral support" or "positive behavioral interventions and support." Additionally, conducting an FBA should not be viewed as a static event. Rather, a series of FBAs may need to be conducted on an ongoing basis to revise the current BIP or address new behavioral issues as they arise.

A four-stage model of collaborative problem solving is used to conduct FBAs and develop subsequent BIPs. This model contains a set of concepts common to most problem-solving models. The concepts match ongoing teaming processes within both general and special education. Thus, the manual will not elaborate on strategies for developing and maintaining effective teaming processes. The stages in the collaborative problem-solving model include:

1. Problem definition (What is the problem?);

2. Problem analysis (What is the function of the problem behaviors and what events are related to them?);

3. Development of a behavioral intervention plan (What should be done to address the problem?); and

4. Monitoring progress (Did the behavioral interventions and supports work?).

The four stages are depicted in **Figure 1**. The first two stages in the collaborative problem-solving model, problem definition and analysis, center on conducting an FBA, whereas the remaining steps focus on developing and evaluating the BIP. **Table 1** presents some of the primary team activities associated with each of the four stages.

FIGURE 1: Stages in Conducting FBAs and Developing BIPs

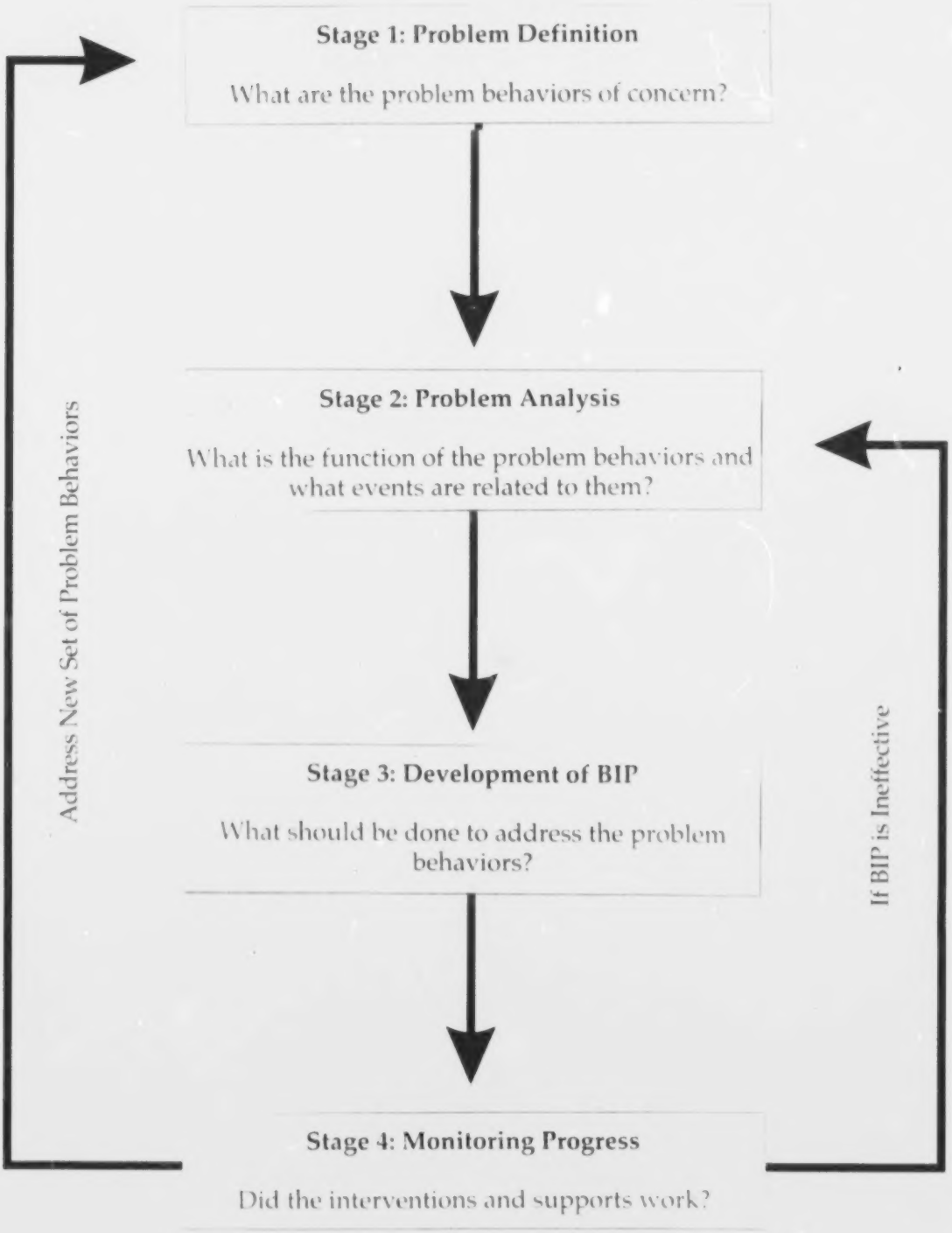
Stage 1: Problem Definition
What are the problem behaviors of concern?
Stage 2: Problem Analysis
What is the function of the problem behaviors and what events are related to them?
Stage 3: Development of BIP
What should be done to address the problem behaviors?
Stage 4: Monitoring Progress
Did the interventions and supports work?
Address New Set of Problem Behaviors
If BIP is Ineffective

TABLE 1: Primary Team Activities Associated with Stages in Collaborative Problem-Solving Model

Stage	Team Activities
Problem Definition	• Team recruits participation of appropriate members. • Team develops contextually relevant components and processes specific to their school setting.
Problem Analysis	• Team conducts a comprehensive FBA. • Team identifies function of problem behaviors including the identification of related events and antecedents and consequences.
Development of BIP	• Team operationalizes student behaviors to be addressed in BIP. • Team identifies contextually relevant behavioral interventions and supports. • Team develops an integrated multicomponent BIP including generalization strategies. • Team prepares for the implementation of the BIP.
Monitoring Progress and Evaluating Outcomes	• Team conducts routine progress reviews. • Team modifies BIP as warranted. • Team addresses new set of problem behaviors, if warranted.

Why conduct an FBA?

An underlying assumption of FBA is that all behaviors occur for a reason. It is assumed that problem behaviors exist because they work in some way for the student. Although problem behaviors may be socially undesirable, from the student's perspective they serve a function or purpose for the student. For example, a student with academic skill deficits may exhibit problem behaviors to cause the instructional demands to be removed. The function of this student's behavior is to escape the teacher's instructional demands, which serves a useful purpose for him or her. Additionally, this student's response may not necessarily be due to the instructional demands being unreasonable. The student may simply be unwilling to meet the instructional demands.

In contrast to typical intervention efforts, the "function" of the student's behavior is more critical than its "form." That is, understanding "why" a student tantrums is often as important to intervention planning as knowing that the child tantrums. For example, the student may tantrum to get atten-

tion, to escape an undesirable instructional demand, or to gain access to a preferred activity. In essence, understanding the function of problem behaviors enables school personnel to develop more targeted and effective BIP plans.

Understanding the function of problem behaviors including their antecedents and consequences and associated environmental events for a student is critical to the development of an effective BIP. School personnel across America spend countless hours developing BIPs in an attempt to address problem behaviors. It is critical for school personnel to systematically determine what function problem behaviors serve a student to ensure that the time and effort expended developing a BIP are not wasted. In other words, school personnel must determine "why" a student exhibits problem behaviors and how such behaviors are related to the school environment if they are to develop effective BIPs. Determining the function that problem behaviors serve for students results in BIPs which are designed to directly address the needs of students and increase the prospect of positive treatment outcomes.

Researchers have identified four categories of possible functions for problem behaviors: (1) access, (2) escape/avoidance, (3) autonomic reinforcement, and (4) multiple functions. Access includes two types of functions: object/activity and attention (i.e., adult or peer). Similarly, escape/avoidance includes two types of functions: activity and social. These functions are described next and are depicted in **Figure 2**. A summary of the functions and associated outcomes are presented in **Table 2**.

ACCESS

- **Object/Activity**—In the case of access behaviors, the student is saying "I want that now" or "I want to do it now." That is, the student desires access to tangible objects or preferred activities. Access behaviors are similar in function to attention seeking ones in that they are both designed to get the student something.

- **Attention (Adult/Peer)**—In the case of attention seeking behaviors, the student is saying, "Get over here now." That is, the student desires contact with or attention from adults or peers. It is important to keep in mind that from the student's perspective, the attention may be positive or reinforcing even though the adult may intend the interaction to be unpleasant.

ESCAPE/AVOIDANCE

- **Activity**—Another source of motivation for problem behavior is escape/avoidance. In the case of escape, in essence, the student is saying, "I won't do this," or "Back off." That is, the student desires to escape from the performance demands established by the teacher by engaging in behavior to get him or her to remove the demand.

  Avoidance is similar to escape in that the student is trying to avoid meeting the performance demands established by the teacher. However, in the case of avoidance, the student is responding to something associated with the performance. For example, a student notices that it is time for mathematics (unpleasant task), and this is when the teacher usually starts instruction. While the task (mathematics) is actually the unpleasant aspect for the student, having learned the sequence of events, the student responds to those cues in the environment that lead to unpleasant events or tasks (e.g., Teacher says "Let's get started."). In essence the student is saying, "I'm not going to put myself in this situation." Avoidance behavior is difficult to assess because while we are usually looking at immediate distressing or unpleasant events in the environment, the student is reacting in advance of these events.

- **Social**—Escape/avoidance of social situations is essentially the same as in the case of activity. In contrast to the escape/avoidance of an activity, the student desires to escape/avoid social situations with adults or peers. In essence the student is saying, "I don't like this situation." For example, a student might exhibit disruptive behavior during cooperative learning activities because they want to escape/avoid social interactions with one or more peers.

AUTONOMIC REINFORCEMENT

In the case of autonomic reinforcement, the reason for the behaviors is intrinsic. That is, something about the behavior itself is reinforcing. In essence, the student is saying, "I feel better when . . ." For example, excessive movement may relieve a student's anxiety or frustration.

MULTIPLE FUNCTIONS

In some cases, there are several sources of motivation for problem behavior. That is, more than one of the preceding functions influences the behavior. For example, a student may tantrum to both "escape" the performance demands established by the teacher and "access" attention from the teacher.

FIGURE 2: Possible Functions for Problem Behaviors

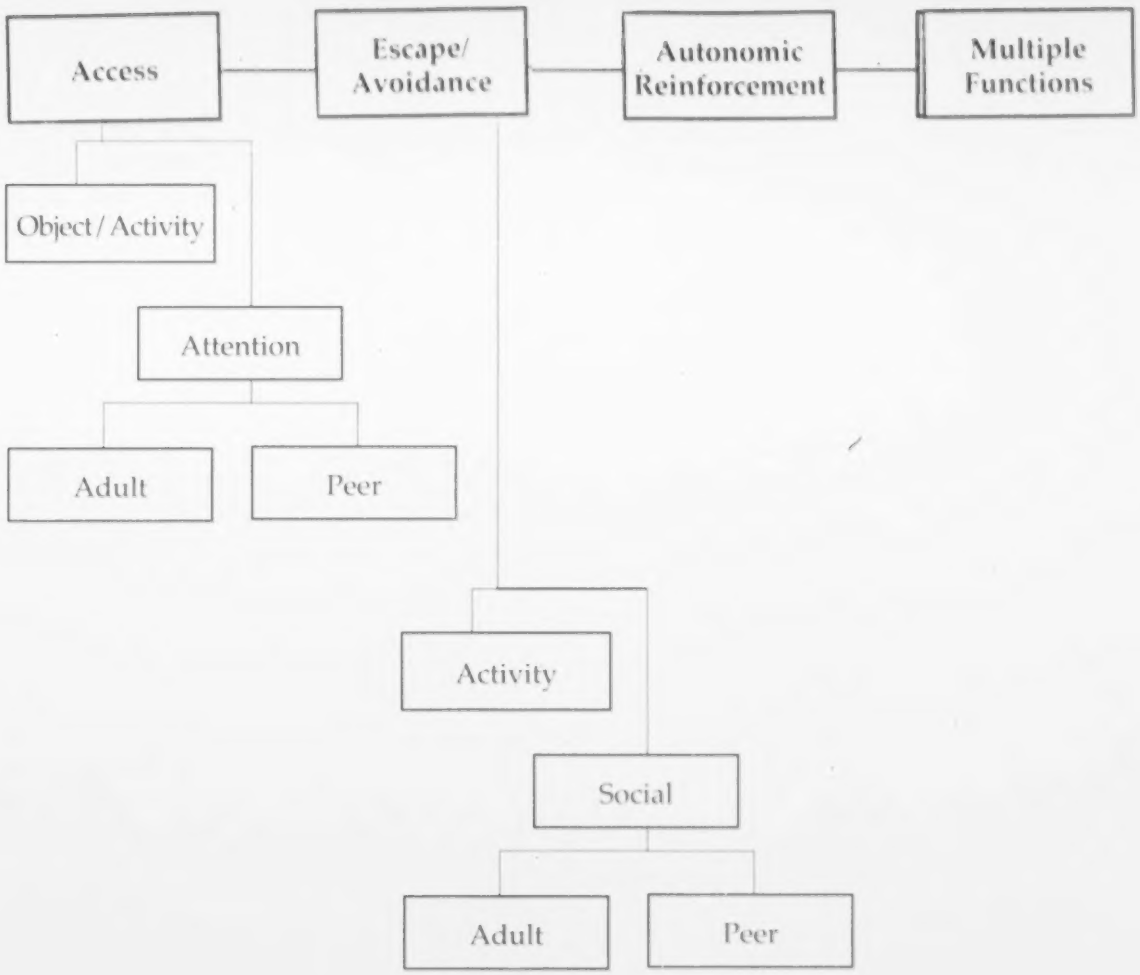

TABLE 2: Function and Associated Outcome for Problem Behaviors

Function	Outcome
Access	• Access desirable object / preferred activities or attention from peers or adults
Escape / Avoidance	• Escape / avoid performance demands or undesirable social situations
Autonomic Reinforcement	• Intrinsic outcome
Multiple Functions	• Two or more outcomes achieved

When should an FBA be conducted and when is it necessary under IDEA '97?

An issue school personnel encounter relates to when an FBA should be conducted. There are essentially three contexts for conducting FBAs: best practice, strict interpretation of IDEA '97, and broad interpretation of IDEA '97. These contexts are described here and summarized in **Table 3**.

TABLE 3: Potential Contexts for Conducting FBAs

Context for Conducting FBAs	Students Impacted
Best Practice	• All students who exhibit problem behaviors
Strict Interpretation of IDEA '97	• Students with disabilities who are the subject of a school disciplinary proceeding
Broad Interpretation of IDEA '97	• Students with disabilities who exhibit problem behaviors

FBA and subsequent BIPs should be viewed as a proactive school-wide practice that is implemented by teams in natural settings. It is important that FBA not be seen as a practice exclusively tied to special education, dangerous behaviors, or as a precursor to change in placement or school exclusion. Rather, FBA should be used within a system of effective behavioral support, which includes a systematic approach to identifying students at risk for behavioral difficulties and providing proactive behavioral interventions and supports. FBA as a reaction to extreme or chronic behavior problems, as is mandated in IDEA '97, exemplifies a most inefficient use of this proactive technology. The appropriate time to conduct an FBA is when school personnel are concerned about the behaviors of students, with or without disabilities.

Strictly and literally speaking, FBA is required only when students with disabilities become the subject of school discipline proceedings. Section 615(k)(1)(B)(i) of the statue states:

> Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A) . . . if the local education agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such a child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address the behavior. (*Individuals with Disabilities Education Act Amendments of 1997*, 105th Cong., First Sess. (1997).)

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Thus, in a strict sense, an FBA may only have to be conducted in these narrow circumstances. Although such a narrow reading of the statute may meet the procedural letter of the law, doing so may present some liabilities to schools given a broader reading of the statue.

A broader reading of the statute reveals language which can be interpreted as requiring FBA, when needed, throughout the special education decision making process. This interpretation can be derived by considering a series of interactions between related sections of the IDEA '97 statute. Section 614(b)(2)(A) states that in conducting full and individual evaluations for any student suspected of having a disability, "the local education agency shall . . . use a variety of assessment tools to gather relevant *functional* and developmental information . . ." (emphasis added). Although it is not clear what "functional" information should be collected as part of a full and individual evaluation, one could interpret this statutory language as requiring school personnel to conduct an FBA when needed.

Additionally, Section 614(b)(3)(D), states that "Each local education agency shall ensure . . . assessment tools and strategies that provide relevant information that directly assist persons in determining the educational needs of the child are provided." It is clear that teams must collect information on the specific educational needs of children and youth with disabilities in all relevant domains where the individual demonstrates a educational need.

Taken together, the requirements of §614(b)(2)(A) and §614(b)(3)(D) appear to suggest that if a student with disabilities has behavioral issues, an FBA would contribute important information as part of the full and individual evaluation. This interpretation is supported by the statutory language in the IEP section of IDEA '97. Section 614(d)(3)(B)(i) of the statue states "in the case of a child whose behavior impedes his or her learning or that of others, consider where appropriate, strategies, including *positive behavioral interventions, strategies, and supports* to address the behavior" (emphasis added).

Finally, it is important to note that the assessment of student behavior is not a new concept initiated by IDEA '97. Behavioral assessments, where necessary, have been required by IDEA since the inception of the Act. IDEA '97 is simply more prescriptive with regard to when and how specific assessments must take place. Indeed, FBA includes many of the characteristics required by IDEA '97 such as (1) a focus on needs rather than diagnosis, (2) behavioral intervention planning, (3) the use of time-series assessments of treatment effectiveness as opposed to single-point or pre-post measurement strategies, and (4) the use of multiple measures that ensure that the assessment procedural safeguards in IDEA are addressed. Thus, potential differences in the interpretation of the statutory language related to FBA should be viewed as differences in degree, not in kind. Table 2 summarizes the three potential contexts for conducting FBAs for the students impacted.

CONDUCTING AN FBA

Before describing how to conduct an FBA using the procedures and forms included in this manual, there are two issues we would like to clarify. The first issue centers on the terminology used for the problem behaviors throughout the four-stage model of collaborative problem solving used to conduct an FBA and develop a BIP. Problem behaviors become target behaviors once they are defined and quantified. They are now called target behaviors because they are the problem behaviors that are to be changed by the BIP.

Another issue focuses on the potential range of strategies and approaches for conducting an FBA and developing a BIP. There are countless data collection procedures that are used to collect information with which to determine the function of a target behavior or set of target behaviors. Thus, the data collection procedures presented here are not exhaustive, and there will be times when additional procedures should be incorporated into the FBA. The data collection procedures detailed in this manual have been developed over the years while working with a number of schools across the country. The guiding framework used in developing the data collection procedures included three factors: (1) be palatable to school staff, (2) provide useful information with which to develop effective intervention plans, and (3) be legally defensible.

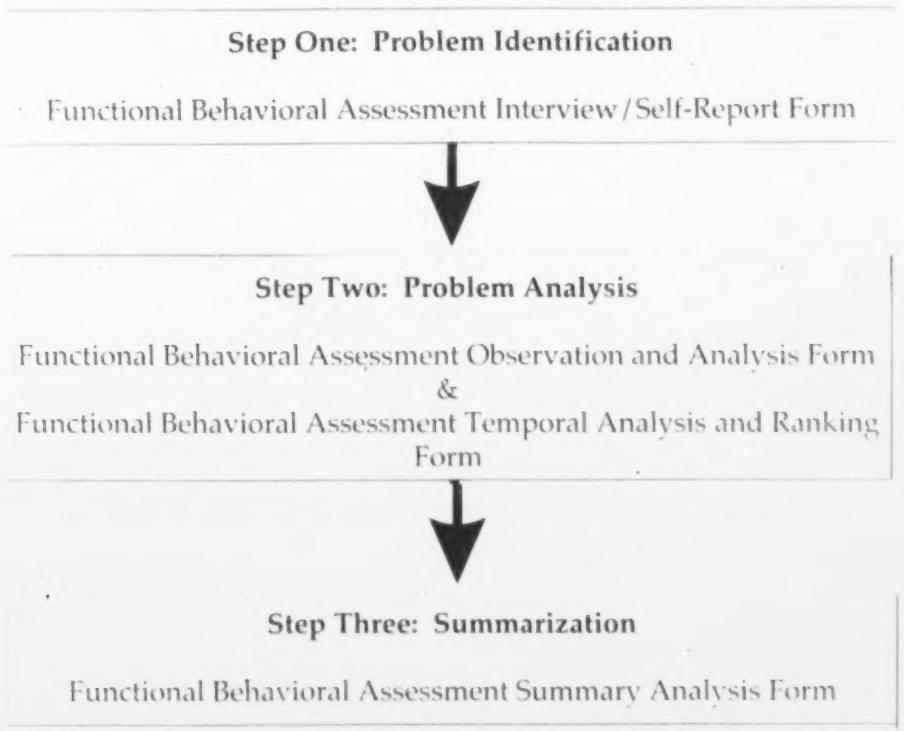
How is an FBA conducted?

As noted previously, conducting an FBA encompasses the first two stages (i.e., problem definition and problem analysis) in the four-stage model of collaborative problem solving used to conduct an FBA and develop a BIP. Additionally, many of the procedures completed during the FBA process are directly incorporated into the BIP. This manual presents three interrelated steps to conduct an FBA. The steps and related FBA forms are presented in **Figure 3**. The FBA forms described in detail are:

- Problem Identification (Functional Behavioral Assessment Interview / Self-Report Form);

- Problem Analysis (Functional Behavioral Assessment Observation and Analysis Form and Functional Behavioral Assessment Temporal Analysis and Ranking Form); and
- Summarization (Functional Behavioral Assessment Summary Analysis Form).

FIGURE 3: Steps in Conducting FBAs


Step One: Problem Identification
Functional Behavioral Assessment Interview / Self-Report Form
Step Two: Problem Analysis
Functional Behavioral Assessment Observation and Analysis Form
&
Functional Behavioral Assessment Temporal Analysis and Ranking Form
Step Three: Summarization
Functional Behavioral Assessment Summary Analysis Form

As indicated in **Figure 3**, we use three strategies for collecting functional behavioral assessment information: a Functional Behavioral Assessment Interview / Self-Report Form, a Functional Behavioral Assessment Observation and Analysis Form, and a Functional Behavioral Assessment Temporal Analysis and Ranking Form. Furthermore, the information collected through these three strategies is summarized on a Functional Behavioral Assessment Summary Analysis Form. When using these strategies, begin with the Functional Behavioral Assessment Interview / Self-Report Form, move to the Functional Behavioral Assessment Observation Form and Functional Behavioral Assessment Temporal Analysis and Ranking Form, and then complete the FBA with the Functional Behavioral Assessment Summary Analysis Form.

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW/SELF-REPORT FORM

The Functional Behavioral Assessment Interview/Self-Report Form is used to identify and define the target behavior(s) and to review a number of potential events related to the behavior(s), their occurrence and nonoccurrence including antecedents and consequences. Although the interview itself can not be used to document functional relationships, it does identify those events that can be targeted when completing the Functional Behavioral Assessment Observation and Analysis Form and Functional Behavioral Assessment Temporal Analysis and Ranking Form. Taken together, the information gained from each of these data collection forms enables school staff to identify potential functional relationships.

The individual(s) interviewed or completing the Functional Behavioral Assessment Interview Form/Self-Report Form can vary, depending on the particular situation. A general rule is to interview those individuals who have substantial contact with the student. For example, in the case of a middle school student, each of the student's teachers would be interviewed or asked to complete the Functional Behavioral Assessment Interview/Self-Report Form.

The primary outcomes of the Functional Behavioral Assessment Interview/Self-Report Form include:

1. Objective description of the target behavior(s).

2. Identification of events related to the occurrence and nonoccurrence of the target behavior(s).

3. Identification of any other internal and external events that influence the target behavior(s).

4. Identification of events that occur prior to (antecedents) and after (consequences) the target behavior(s).

The Functional Behavioral Assessment Interview/Self-Report Form consists of three sections. The first section provides an opportunity to describe the target behavior(s) in an objective manner. There are two approaches to specifying target behaviors. One approach is to select a specific target behavior. The other approach is to specify a set of target behaviors, all of which serve the same function. Their occurrence and nonoccurrence must also be related to similar events. Although there are no set rules for determining which of these approaches to use during the FBA and BIP process, the authors recommend the following:

1. Select a specific target behavior when a student exhibits a narrow range of problem behaviors and their occurrence and nonoccurrence is related to distinct events.

2. Select a set of target behaviors when a student exhibits a wide range of problem behaviors and their occurrence and nonoccurrence is related to similar events.

The second section provides the opportunity to identify events and situations, or those aspects of the student's environment and daily routines that are related to the occurrence and nonoccurrence of the target behavior(s). Although these events do not happen immediately before or just after (antecedents and consequences) the target behavior(s), they have an effect on whether the student exhibits or does not exhibit such behavior(s). Additionally, the second section provides the opportunity to identify any other internal and external events that influence the target behavior(s). These events are often referred to as setting events, and set the occasion for occurrence of the target behavior(s). Internal events are those intrinsic factors that influence the occurrence of the target behavior(s), such as medications, lack of sleep, and cognition (e.g., attributions for behaviors). External events are those factors outside of the school that influence the occurrence of the target behavior(s) such as gang affiliation and family conflict.

The final section provides the opportunity to identify events that occur prior to (antecedents) and immediately after (consequences) the target behavior(s). Essentially, this section of the interview is aimed at an expanded A-B-C analysis. The goal here is to identify specific settings, activities, antecedents, and consequences associated with the occurrence of the target behavior(s).

FUNCTIONAL BEHAVIORAL ASSESSMENT OBSERVATION AND ANALYSIS FORM

Use of the Functional Behavioral Assessment Observation and Analysis Form is guided by the information collected from the Functional Behavioral Assessment Interview/Self-Report Form. The Interview/Self-Report Form focuses the direct observations by specifying the target behavior(s), identifying events potentially related to the occurrence and nonoccurrence of the behavior(s), and specifying potential antecedents and consequences for the target behavior(s). Additionally, there are various ways of collecting direct observations (e.g., anecdotal, frequency counts, interval systems). The Functional Behavioral Assessment Observation and Analysis Form and procedures are built around an A-B-C chart, in which entries are made when the target behavior(s) occur.

It is important in using the Functional Behavioral Assessment Observation and Analysis Form to be very descriptive of the behaviors observed. For example, when observing the noncompliant behavior (target behavior) of a student during a mathematics class, one might be tempted to make a notation about the student's supposed intent. For instance, it is not very useful to say that the student was frustrated, did not comply with the teacher's directions, and then was punished. In contrast, an observation that the teacher asked the student to take out her mathematics book, but the student did not comply, so the teacher asked that the student take out her book or she would lose five minutes of recess is much more useful because it is behaviorally descriptive.

The Functional Behavioral Assessment Observation and Analysis Form is used to collect data across as many settings and as much time per day as possible. There are no set guidelines for the number and length of observations needed. Accurate observations need to be conducted for at least 10-15 minutes. Optimally, observations should be 20-30 minutes in length. Observations should be conducted over 2-3 days and across several different types of academic settings (e.g., cooperative learning, teacher directed instruction, and independent learning). The key to good observation is that it is representative of the student's behavior. Finally, a general rule is that observations should be conducted until at least three incidents of the target behavior(s) have been observed.

The Functional Behavioral Assessment Observation and Analysis Form consists of two sections. The first section provides the opportunity to identify the actual settings and activities in which the target behavior(s) occur as well as the antecedents and consequences of these behaviors. This section of the Form enables you to collect a great deal of information about the target behavior(s) being monitored. Depending upon how you use the Form, it provides (a) information on the times of day and the settings/activities in which the target behavior(s) are occurring, (b) information on the times of the day and the settings/activities in which the target behavior(s) are not occurring, and (c) a record of the events that occur prior to (antecedents) and after (consequences) the target behavior(s).

The second section provides an opportunity to summarize the information collected and validate information gathered with the Functional Behavioral Assessment Interview/ Self-Report Form and Functional Behavioral Assessment Temporal Analysis and Ranking Form (described later). It provides a summary of the times of day and the settings/activities in which the target behavior(s) are occurring and not occurring, and of the specific events that occur prior to and after the target behavior(s). It also indicates whether the overall findings are consistent with other information you have collected.

FUNCTIONAL BEHAVIORAL ASSESSMENT TEMPORAL ANALYSIS AND RANKING FORM

The Functional Behavioral Assessment Temporal Analysis and Ranking Form is another way to collect observation information from school staff working with the student. In contrast to the Functional Behavioral Assessment Observation and Analysis Form, any individual working with the student can track the occurrence and nonoccurrence of the target behavior(s). Furthermore, the Functional Behavioral Assessment Temporal Analysis and Ranking Form only provides information on the occurrence and nonoccurrence of the target behavior(s). It does not provide any record of the events that occur prior to (antecedents) and after (consequences) the target behavior(s).

The Functional Behavioral Assessment Temporal Analysis and Ranking Form is used to collect data across the entire school day. There are no set guidelines for the number and length of observation intervals. Optimally, the observations should be aligned directly with clear changes in the settings and activities and should be conducted over 2-5 days. This enables you to more clearly identify events related to the occurrence and nonoccurrence of the target behavior(s).

The Functional Behavioral Assessment Temporal Analysis and Ranking Form consists of two sections. The first section provides the opportunity to identify the actual settings and activities in which the target behavior(s) are most likely to occur and not occur. The 0-10 ranking scale can be used to measure a number of dimensions of the target behavior(s). This is useful because school staff do not need to be retrained each time a different dimension of behavior is being observed. This section of the Form provides information on the times of day and the settings/activities in which the target behavior(s) are occurring and not occurring.

The second section provides an opportunity to summarize the information collected and validate information gathered with the Functional Behavioral Assessment Interview/ Self-Report Form and the Functional Behavioral Assessment Observation and Analysis Form. It provides a summary of the times of day and the settings/activities in which the target behavior(s) are occurring and not occurring and indicates whether the findings are consistent with other information collected.

FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY ANALYSIS FORM

The Functional Behavioral Assessment Summary Analysis Form is designed to help organize the way in which the information collected can be used to develop the BIP. While summarizing the information, it is important to look for overall patterns rather than focusing on specific details. The goal

here is not to simply look at the target behavior(s) or the consequences that were applied by school staff. Rather, the goal is to consider the entire range of relationships among events and situations and the target behavior(s). Look for consistent patterns in the occurrence and nonoccurrence of the target behavior(s) that occur at certain times, and in relation to certain events and situations. Doing so will facilitate the accurate identification of the function or functions of the target behavior(s) and possible interventions and strategies that could be included in the BIP.

The Functional Behavioral Assessment Summary Analysis Form consists of four sections. The first section provides an opportunity to document the data collection procedures used. As we noted previously, there are countless data collection procedures that are used to conduct an FBA. The specific procedures used should be indicated on the Form and should be attached to the Functional Behavioral Assessment Summary Analysis Form.

The second section provides the opportunity to identify events and situations, or those aspects of the student's environment that are related to the occurrence and nonoccurrence of the target behavior(s). The section also provides the opportunity to identify any other internal and external events that influence the target behavior(s). These events are often referred to as setting events, and set the occasion for the occurrence of the target behavior(s).

The third section provides the opportunity to identify events that occur prior to (antecedents) and immediately after (consequences) the target behavior(s). Essentially, this section of the interview is aimed at an A-B-C analysis. The goal here is to identify specific antecedents and consequences associated with the occurrence of the target behavior(s).

The final section provides the opportunity to pull it all together—identifying the potential function of the target behavior(s). It is important to keep in mind the conditions under which each of the functions occur. A summary of the conditions in which each of the eight possible functions may occur is presented in **Table 4**. These conditions can be used to guide the identification of the potential function of the target behavior(s).

TABLE 4: Conditions Related to Functions for Target Behavior(s)

Function	Target Behavior(s) Occur(s) Most Often	Target Behavior(s) Occur(s) Least Often
Access		
• Object/Activity	• During periods when a desired object/activity is unavailable	• During periods when a desired object/activity is available
• Attention (Adult/Peer)	• During periods of low levels of attention or when the student believes that attention is unavailable	• During periods of high levels of attention or when the student believes that the attention is available
Escape/Avoidance		
• Activity	• During periods when an undesired activity is required	• During periods when a preferred activity is available
• Social (Adult/Peer)	• During periods when an undesired social engagement is required	• During periods when a desired social engagement is available
Autonomic Reinforcement	• Under varied conditions	• Under varied conditions
Multiple Functions	• Under varied conditions	• Under varied conditions

How does the FBA inform the BIP?

Developing a BIP and monitoring its progress encompasses the last two stages in the four-stage model of collaborative problem solving used to conduct an FBA and develop a BIP. In contrast to the Section on "How to Conduct an FBA," the information presented in this section does not prescribe particular BIP procedures. This is primarily because constructing BIPs is not a new or unique process for educators. In fact, BIPs have long been part of standing structures used for service delivery within school systems. BIPs are incorporated into the IEPs of students with disabilities to facilitate the current objectives or as an enhancement to the educational programs of students with and without disabilities. Rather, our goal here is to briefly discuss how the FBA informs the BIP. The direct linkage between the FBA and BIP is new to the treatment and remediation of target behavior(s). Although the primary goal of a BIP has always been to improve the student's behavior, in the past these plans have often been constructed with little or no relation to the function of the behavior. In the past, BIPs focused

on the "form" of the target behavior(s) rather than their function. School staff were primarily concerned with attributes of the target behavior(s) such as frequency, intensity, etc. As a result, the behavioral interventions and supports included in the BIP were often without regard to whether they were "logically" related to the function of the target behavior(s). In contrast, FBA provides information on the "function" of the target behavior(s) or "why" the student is exhibiting these behaviors. This information enables school staff to incorporate behavioral interventions and supports that are logically related to the function of the target behavior(s). In other words, it is important for the BIP to be logically connected to the function of the target behavior or set of behaviors identified during the FBA.

What are the guiding principles used to match the behavioral interventions and supports to the function of the target behavior(s)?

As noted above, researchers have identified four categories of possible functions for problem behaviors: (1) access, (2) escape/avoidance, (3) autonomic reinforcement, and (4) multiple functions. Access includes two types of functions: object/activity and attention (i.e., adult or peer). Similarly, escape/avoidance includes two types of functions: activity and social. The guiding principles for each of these functions are described next and summarized in **Table 5**.

Before describing the guiding principles related to the eight possible functions, it is important to note that there two universal guidelines that should be used to develop BIPs: (1) do not reinforce the target behaviors should they occur, and (2) provide skill instruction and/or strong reinforcement to enhance the academic and/or social success of the student. These two universal guidelines and the following specific guiding principles are the foundation on which to develop effective BIPs.

ACCESS

- **Object/Activity**—Recall that "access" target behaviors occur when the student desires access to tangible objects or preferred activities. The guiding principle in this case is to reinforce and support the student when he or she is actively engaged with undesirable (for the student) objects/activities.

- **Attention (Adult/Peer)**—Recall that "attention" (adult/peer) target behaviors occur during periods of low adult/peer attention or in the presence of stimuli signaling the nonavailability of attention, such as when the teacher is preoccupied with an activity or another individ-

ual. The guiding principle in this case is to provide the student attention (reinforce) when he or she is exhibiting appropriate behaviors.

ESCAPE/AVOIDANCE

- **Activity**—Recall that "activity" target behaviors occur when the student desires to escape or avoid meeting the performance demands established by the teacher. The guiding principle in this case is to reinforce and support the student to meet the performance expectation.

- **Social**—Recall that "social" target behaviors occur when the student encounters an undesirable social situation with adults or peers. The guiding principle in this case is to reinforce and support the student when he or she is engaging in undesirable (for the student) but important social situations.

AUTONOMIC REINFORCEMENT

Recall that "autonomic reinforcement" target behaviors occur for some intrinsic reason. The guiding principle in this case is to minimize or eliminate (e.g., medication and response blocking) the effects of the intrinsic factor and reinforce the student when he or she exhibits appropriate behaviors.

MULTIPLE FUNCTIONS

Recall that "multiple function" target behaviors occur under varied situations depending on the particular functions in operation. The guiding principle in this case is to use the principles related to the particular functions in operation.

TABLE 5: Guiding Principles for Functions for Target Behavior(s)

Function	Guiding Principle
Access	
• Object / Activity	• Reinforce and support the student when he or she is actively engaged with undesirable objects / activities.
• Attention (Adult / Peer)	• Provide the student attention (reinforce) when he or she is exhibiting appropriate behaviors.
Escape/Avoidance	
• Activity	• Reinforce and support the student to meet the performance expectation.
• Social (Adult / Peer)	• Reinforce and support the student when he or she is engaging in undesirable but important social situations.
Autonomic Reinforcement	• Minimize or eliminate the effects of the intrinsic factor and reinforce the student when he or she exhibits appropriate behaviors.
Multiple Functions	• Use the guiding principles related to the particular functions in operation.

What are the categories of behavioral interventions and supports that should be considered when developing a BIP?

The information presented in this section does not prescribe particular behavioral interventions and supports to include in BIPs, primarily because they are dependent upon the resources available in each school and the degree of training and expertise of the school staff, paraprofessionals, community members, and parents expected to carry out the BIP. Thus, the focus here is to provide descriptions of four categories of behavioral interventions and supports that should be considered when developing a BIP: a) ecological factors, b) longitudinal programming, c) focused interventions, and d) responses to target behaviors. This section briefly describes these four categories of behavioral interventions and supports and presents examples in **Table 6**. Additionally, it is important that the BIP be multi-component in nature. That is, BIPs should include a number of behavioral interventions and supports designed to address the function of the target behavior(s). For example, in the case of a student who exhibits a set of

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target behaviors which enable him or her to "escape" the performance demands established by the teacher, the BIP might included academic skill instruction, adjustments in the performance demands (e.g., reduction in the number of questions answered), and self-management procedures to help the student track his or her performance.

- **Ecological Factors**—Ecological factors include physical, interpersonal, and programmatic factors that provide a better fit with the student's characteristics and needs. The goal is to modify the environment to reduce the probability of the target behavior(s).

- **Longitudinal Programming**—Longitudinal programming involves building upon the student's skills and competencies to facilitate behavioral change for the purpose of academic and social success. Far too often, behavioral interventions have only focused on the problem behavior itself and have not addressed the skills and competencies necessary for the student to function successfully in school and the community. As a result, the problem behavior often persists because the student lacks the fundamental skills and competencies necessary to make behavioral improvements. The goal here is to build the necessary prerequisite skills for the student to be successful.

- **Focused Interventions**—Focused interventions concentrate on the replacement of the target behavior (e.g., increasing the amount of time the student is engaged in positive social interactions during recess) rather than on the problem behaviors to be eliminated. Focused interventions include direct and positive intervention strategies designed to change behavior by concentrating on adaptive skills or socially appropriate behaviors that will replace the target behaviors. The goal is to directly address the target behaviors through increasing prosocial behaviors.

- **Responses to Target Behaviors**—Responses to target behaviors include situation management techniques that can be employed when the target behaviors occur. Situation management techniques help ensure that the teacher's response does not strengthen the problem behavior. These techniques are also designed to reduce the intensity of the behavior. The goal here is to ensure that teacher responses to the target behaviors do not strengthen these behaviors.

TABLE 6: Examples of Behavioral Interventions and Supports

Category	Examples of Behavioral Interventions and Supports
Ecological Factors	• Physical arrangements • Orderliness of room • Positioning of student seating • Adjustment in academic assignments • Clear expectations • Effective monitoring
Longitudinal Programming	• Social skills training • Social problem solving • Anger management/conflict resolution • Academic skill development • Counseling services • Medications • Wrap-around services
Focused Interventions	• Differential reinforcement procedures • Reinforcement program • Behavioral contract • Self-management
Response(s) to Target Behavior(s)	• Response cost • Time out • Signal interference cueing • Planned ignoring • Group contingencies

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Appendix A:
Examples of Completed Forms for Escape and Access

Scenario #1

Ellen is an energetic 4th grade learner and will attempt most any task or assignment asked of her. Periodically throughout the day, Ellen has been known to shout profanities, continuing until a teacher sits near her and redirects her back to her assignment. Initially, Ellen's teacher states that she appears to shout profanities for no given reason. However, upon further analysis of the environment, it has been discovered that Ellen's unconventional actions occur primarily when given a math assignment and the direction to work independently. Ellen does not exhibit this behavior when interacting with teachers or during any group activities.

INTERVIEW/SELF-REPORT FORM

Student Ellen Respondent Ms. Brown (teacher) Date 11/18/__

I. Problem Definition

1. Describe the student's target behavior(s)—primary problem behavior(s)—in objective terms.

Ellen shouts profanities.

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. In what situations does/do the target behavior(s) occur?

Location	*Time*	*Person(s)*	*Instructional Context*
✓ In class	○ Arrival to school	✓ Teacher(s)	○ Entire group
○ Hallways	✓ Morning	○ Specialist(s)	○ Small group
○ Cafeteria	○ Lunch	○ Support staff	✓ Individual
○ Special classes	✓ Afternoon	○ Bus driver	○ Transition
○ Bus	○ Recess/break	○ Peer(s)	○ Other ____
○ Other ____	○ Other ____	○ Other ____	

Comments: Occurs in class when given an assignment to work on independently.

3. In what situations are the student's behaviors most appropriate?

Location	*Time*	*Person(s)*	*Instructional Context*
○ In class	✓ Arrival to school	○ Teacher(s)	✓ Entire group
✓ Hallways	○ Morning	✓ Specialist(s)	✓ Small group
✓ Cafeteria	✓ Lunch	✓ Support staff	○ Individual
✓ Special classes	○ Afternoon	✓ Bus driver	✓ Transition
✓ Bus	✓ Recess/break	✓ Peer(s)	○ Other ____
○ Other ____	○ Other ____	○ Other ____	

Comments: Does not occur during group instruction or nonacademic activities.

4. Are there any other internal and external events that influence the target behavior(s)?

Internal Events	*External Events*
○ Medication ____	○ Conflict at home ____
○ Physical health ____	○ Illegal drug use ____
✓ Academic skills Occurs more in math class	○ Negative peer influence (gangs, etc.) ____
○ Other ____	✓ Other When asked to work on an assignment.

Comments: ____

III. Events That Occur Prior to (Antecedents) and After (Consequences) the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

○ Low levels of adult attention ✓ Presentation of activity or task ○ Under varied conditions
○ Low levels of peer attention ○ Social interaction with adult
○ Unavailability of object/activity ○ Social interaction with peers ○ Other ____

Comments: I ask her to work on an assignment independently.

6. What typically happens after the student exhibits the target behavior(s)?

○ Start-up request ○ Reprimand ○ Ultimatum ○ Time out
○ Ignore ○ Response cost ○ Office referral ✓ Other Redirect

Comments: I redirect her and/or work with her on the assignment.

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Conducting Functional Behavioral Assessments

OBSERVATION AND ANALYSIS FORM

Student Ellen Observer Ms. Brown (teacher) Date 11/18/

Target behavior(s) observed Profanities

I. Direct Observations

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Get started	**Behavior:** Profanity	**Consequence:** Redirected
Comments:		

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Get to work	**Behavior:** Profanity	**Consequence:** Sat with her
Comments:		

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Work on your math	**Behavior:** Profanity	**Consequence:** Redirected helped with math
Comments:		

II. Summary

1. Identify the settings, activities, and consequences that appear to be related to the occurrence and nonoccurrence of the target behavior(s).
   Ellen shouts profanities when I give her a direction to start her math assignment.
2. Identify the events that occur prior to and after the target behavior(s).
   A direction occurs prior to the behavior at which time I redirect her and/or help her with her assignment.
3. Are they consistent with other information collected? ☑ Consistent ○ Inconsistent
   Comments:

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TEMPORAL ANALYSIS AND RANKING FORM

Student Ellen Rater Ms. Brown (teacher) Week of 11 / 18 /

Dimension being rated: ☑ Frequency ○ Duration ○ Intensity ○ Other

Target behavior(s) observed Profanities

Directions: Rank the student's target behavior(s) for the designated time period.

All scales rated from 1 (low) to 10 (high)

	TIME (Increments should align with distinct changes in settings/activities.)											
DAY	8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30				
Mon		III			I							
Tues		III				I						
Wed		IIII		I								
Thur		III					I					
Fri		II										

1. In what situation(s) are the rankings of the target behavior(s) highest?

Location	*Time*	*Person(s)*	*Instructional Context*
☑ In class	○ Arrival to school	☑ Teacher(s)	○ Entire group
○ Hallways	☑ Morning	○ Specialist(s)	○ Small group
○ Cafeteria	○ Lunch	○ Support staff	☑ Individual
○ Special classes	○ Afternoon	○ Bus driver	○ Transition
○ Bus	○ Recess/break	○ Peer(s)	○ Other
○ Other	○ Other	○ Other	

Comments: Profanities occur during math class and are directed toward me.

2. In what situations are the rankings of the target behaviors lowest?

Location	*Time*	*Person(s)*	*Instructional Context*
☑ In class	☑ Arrival to school	○ Teacher(s)	☑ Entire group
☑ Hallways	○ Morning	☑ Specialist(s)	☑ Small group
☑ Cafeteria	☑ Lunch	☑ Support staff	○ Individual
☑ Special classes	○ Afternoon	☑ Bus driver	☑ Transition
☑ Bus	☑ Recess/break	☑ Peer(s)	○ Other
○ Other	○ Other	○ Other	

Comments: Behavior doesn't occur during group instruction/nonacademic tasks or with others.

3. Are they consistent with other information collected? ☑ Consistent ○ Inconsistent

Comments:

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SUMMARY ANALYSIS FORM

Student Ellen Date 11/25/__

Staff Present Ms. Brown (teacher)

I. Data Collection Procedures

1. Procedures used to collect information for the functional behavioral assessment.
   ☑ Interview/Self-Report ☑ Observation ☑ Temporal Analysis/Ranking ☑ Other reviewed math performance

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. What key events appear to be related to the occurrence of the target behavior(s)?
   Direction to complete her math assignment independently

3. What key events appear to be related to the nonoccurrence of the target behavior(s)?
   Not giving a direction to work on her math assignment
   Other academic tasks or instruction aside from math
   Nonacademic tasks

4. Are there any other internal and external events that influence the target behavior(s)?
   A direction--external
   Poor math skills--internal

III. Events That Occur Prior to and After the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?
   A direction

6. What typically happens after the student exhibits the target behavior(s)?
   Redirected and/or I work with her on the assignment.

IV. Potential Function of Target Behavior(s)

7. What is the potential function of the target behavior(s)?

☐ *Access*	☑ *Escape/Avoidance*	☐ *Autonomic Reinf.*	☐ *Multiple*
☐ Object/activity	☑ Activity	☐ Comment:	☐ Access
☐ Adult attention	☐ Adult engagement		☐ Escape/avoidance
☐ Peer attention	☐ Peer engagement		☐ Autonomic reinf.

Comments: Uses profanity to get attention.

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Scenario #2

Ellen is an energetic 4th grade learner and will attempt most any task asked of her. Periodically throughout the day, Ellen has been known to shout profanities, continuing until the teacher sends her to the office. Initially, Ellen's teacher stated that she appears to shout profanities for no given reason. However, upon further analysis of the environment, it has been discovered that Ellen's unconventional actions occur primarily when given a math assignment and the direction to work independently. Ellen does not exhibit this behavior when interacting with teachers or during any group activities.

INTERVIEW/SELF-REPORT FORM

Student Ellen Respondent Ms. Brown (teacher) Date 11 / 18 /

I. Problem Definition

1. Describe the student's target behavior(s)—primary problem behavior(s)—in objective terms.

Ellen shouts profanities.

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. In what situations does/do the target behavior(s) occur?

Location	*Time*	*Person(s)*	*Instructional Context*
☑ In class	☐ Arrival to school	☑ Teacher(s)	☐ Entire group
☐ Hallways	☑ Morning	☐ Specialist(s)	☐ Small group
☐ Cafeteria	☐ Lunch	☐ Support staff	☑ Individual
☐ Special classes	☑ Afternoon	☐ Bus driver	☐ Transition
☐ Bus	☐ Recess/break	☐ Peer(s)	☐ Other _____
☐ Other _____	☐ Other _____	☐ Other _____	

Comments: Occurs in class when given an assignment to work on independently.

3. In what situations are the student's behaviors most appropriate?

Location	*Time*	*Person(s)*	*Instructional Context*
☐ In class	☑ Arrival to school	☐ Teacher(s)	☑ Entire group
☑ Hallways	☐ Morning	☑ Specialist(s)	☑ Small group
☑ Cafeteria	☑ Lunch	☑ Support staff	☐ Individual
☑ Special classes	☐ Afternoon	☑ Bus driver	☑ Transition
☑ Bus	☑ Recess/break	☑ Peer(s)	☐ Other _____
☐ Other _____	☐ Other _____	☐ Other _____	

Comments: Does not occur during group instruction or nonacademic activities.

4. Are there any other internal and external events that influence the target behavior(s)?

Internal Events	*External Events*
☐ Medication _____	☐ Conflict at home _____
☐ Physical health _____	☐ Illegal drug use _____
☑ Academic skills Occurs more in math class	☐ Negative peer influence (gangs, etc.) _____
☐ Other _____	☑ Other When asked to work on an assignment.

Comments: _____

III. Events That Occur Prior to (Antecedents) and After (Consequences) the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

☐ Low levels of adult attention ☑ Presentation of activity or task ☐ Under varied conditions
☐ Low levels of peer attention ☐ Social interaction with adult
☐ Unavailability of object/activity ☐ Social interaction with peers ☐ Other _____

Comments: I ask her to work on an assignment independently.

6. What typically happens after the student exhibits the target behavior(s)?

☐ Start-up request ☐ Reprimand ☐ Ultimatum ☐ Time out
☐ Ignore ☐ Response cost ☑ Office referral ☐ Other _____

Comments: She is sent to the office.

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OBSERVATION AND ANALYSIS FORM

Student Ellen Observer Ms. Brown (teacher) Date 11/18/__

Target behavior(s) observed Profanities

I. Direct Observations

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Get started	**Behavior:** Profanity	**Consequence:** Sent to office
Comments:		

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Get to work	**Behavior:** Profanity	**Consequence:** Sent to office
Comments:		

Start: 9:30 **End:** 10:30	**Setting:** Classroom	**Activity:** Math
Antecedent: Work on your math	**Behavior:** Profanity	**Consequence:** Sent to office
Comments:		

II. Summary

1. Identify the settings, activities, and consequences that appear to be related to the occurrence and nonoccurrence of the target behavior(s).

   Ellen shouts profanities when I give her a direction to start her math assignment.

2. Identify the events that occur prior to and after the target behavior(s).

   A direction occurs prior to the behavior at which time I send her to the office.

3. Are they consistent with other information collected? ✓ Consistent ○ Inconsistent

   Comments:

2

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TEMPORAL ANALYSIS AND RANKING FORM

Student Ellen Rater Ms. Brown (teacher) Week of 11 / 18 /

Dimension being rated: ✓ Frequency ○ Duration ○ Intensity ○ Other

Target behavior(s) observed Profanities

Directions: Rank the student's target behavior(s) for the designated time period.

All scales rated from 1 (low) to 10 (high)

	TIME (Increments should align with distinct changes in settings/activities.)											
DAY	8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30				
Mon		III			I							
Tues		III				I						
Wed		IIII		I								
Thur		III					I					
Fri		II										

1. In what situation(s) are the rankings of the target behavior(s) highest?

Location	*Time*	*Person(s)*	*Instructional Context*
✓ In class	○ Arrival to school	✓ Teacher(s)	○ Entire group
○ Hallways	✓ Morning	○ Specialist(s)	○ Small group
○ Cafeteria	○ Lunch	○ Support staff	✓ Individual
○ Special classes	○ Afternoon	○ Bus driver	○ Transition
○ Bus	○ Recess/break	○ Peer(s)	○ Other
○ Other	○ Other	○ Other	

Comments: Profanities occur during math class and are directed toward me.

2. In what situations are the rankings of the target behaviors lowest?

Location	*Time*	*Person(s)*	*Instructional Context*
✓ In class	✓ Arrival to school	○ Teacher(s)	✓ Entire group
✓ Hallways	○ Morning	✓ Specialist(s)	✓ Small group
✓ Cafeteria	✓ Lunch	✓ Support staff	○ Individual
✓ Special classes	✓ Afternoon	✓ Bus driver	✓ Transition
✓ Bus	✓ Recess/break	✓ Peer(s)	○ Other
○ Other	○ Other	○ Other	

Comments: Behavior doesn't occur during group instruction/nonacademic tasks or with others.

3. Are they consistent with other information collected? ✓ Consistent ○ Inconsistent

Comments:

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SUMMARY ANALYSIS FORM

Student Ellen Date 11/25/__

Staff Present Ms. Brown (teacher)

I. Data Collection Procedures

1. Procedures used to collect information for the functional behavioral assessment.
   ☑ Interview/Self-Report ☑ Observation ☑ Temporal Analysis/Ranking ☑ Other reviewed math performance

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. What key events appear to be related to the occurrence of the target behavior(s)?
   Direction to complete her math assignment independently

3. What key events appear to be related to the nonoccurrence of the target behavior(s)?
   Not giving a direction to work on her math assignment
   Other academic tasks or instruction aside from math
   Nonacademic tasks

4. Are there any other internal and external events that influence the target behavior(s)?
   A direction--external
   Poor math skills--internal

III. Events That Occur Prior to and After the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?
   A direction

6. What typically happens after the student exhibits the target behavior(s)?
   Sent to the office

IV. Potential Function of Target Behavior(s)

7. What is the potential function of the target behavior(s)?

☐ *Access*	☑ *Escape/Avoidance*	☐ *Autonomic Reinf.*	☐ *Multiple*
☐ Object/activity	☑ Activity	☐ Comment:	☐ Access
☐ Adult attention	☐ Adult engagement		☐ Escape/avoidance
☐ Peer attention	☐ Peer engagement		☐ Autonomic reinf.

Comments: Uses profanity to get out of math assignment.

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APPENDIX B: BIBLIOGRAPHY

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The Functional Behavioral Assessment requirements in IDEA '97 provide an opportunity not only to improve special education practice but also to improve the social, academic, and vocational outcomes of any student who exhibits problem behavior. For a certain group of students (whether with or without disabilities), general classroom management strategies and interventions do not work and may actually worsen an already difficult situation. Functional Behavioral Assessments and subsequent Behavioral Intervention Plans should be viewed as a chance to establish a school-wide practice that is implemented by teams in natural settings as a proactive rather than a reactive strategy. It is important that Functional Behavioral Assessments not be seen as being exclusively tied to special education, but rather used within a system of effective behavioral support that includes a systematic approach to identifying and supporting all students at risk for behavioral difficulties.

Based on both research and field experience, *Conducting Functional Behavioral Assessments* will help school psychologists and other specialists address problem behaviors through a four-stage model of collaborative problem solving:

- Problem definition
- Problem analysis
- Development of a Behavioral Intervention Plan
- Monitoring of progress

Conducting Functional Behavioral Assessments includes not only background information, practical procedures, and reproducible forms, but also guiding principles for matching behavioral interventions and supports to the function of the target behavior.

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INTERVIEW/SELF-REPORT FORM

Student _____ Respondent _____ Date ___/___/___

I. Problem Definition

1. Describe the student's target behavior(s)—primary problem behavior(s)—in objective terms.

_____

_____

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. In what situations does/do the target behavior(s) occur?

Location	*Time*	*Person(s)*	*Instructional Context*
❍ In class	❍ Arrival to school	❍ Teacher(s)	❍ Entire group
❍ Hallways	❍ Morning	❍ Specialist(s)	❍ Small group
❍ Cafeteria	❍ Lunch	❍ Support staff	❍ Individual
❍ Special classes	❍ Afternoon	❍ Bus driver	❍ Transition
❍ Bus	❍ Recess/break	❍ Peer(s)	❍ Other _____
❍ Other _____	❍ Other _____	❍ Other _____	

Comments: _____

3. In what situations are the student's behaviors most appropriate?

Location	*Time*	*Person(s)*	*Instructional Context*
❍ In class	❍ Arrival to school	❍ Teacher(s)	❍ Entire group
❍ Hallways	❍ Morning	❍ Specialist(s)	❍ Small group
❍ Cafeteria	❍ Lunch	❍ Support staff	❍ Individual
❍ Special classes	❍ Afternoon	❍ Bus driver	❍ Transition
❍ Bus	❍ Recess/break	❍ Peer(s)	❍ Other _____
❍ Other _____	❍ Other _____	❍ Other _____	

Comments: _____

4. Are there any other internal and external events that influence the target behavior(s)?

Internal Events	*External Events*
❍ Medication _____	❍ Conflict at home _____
❍ Physical health _____	❍ Illegal drug use _____
❍ Academic skills _____	❍ Negative peer influence (gangs, etc.) _____
❍ Other _____	❍ Other _____

Comments: _____

III. Events That Occur Prior to (Antecedents) and After (Consequences) the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

❍ Low levels of adult attention ❍ Presentation of activity or task ❍ Under varied conditions
❍ Low levels of peer attention ❍ Social interaction with adult
❍ Unavailability of object/activity ❍ Social interaction with peers ❍ Other _____

Comments: _____

6. What typically happens after the student exhibits the target behavior(s)?

❍ Start-up request ❍ Reprimand ❍ Ultimatum ❍ Time out
❍ Ignore ❍ Response cost ❍ Office referral ❍ Other _____

Comments: _____

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OBSERVATION AND ANALYSIS FORM

Student _____ Observer _____ Date ___/___/___

Target behavior(s) observed _____

I. Direct Observations

Start: **End:**	**Setting:**	**Activity:**
Antecedent:	**Behavior:**	**Consequence:**
Comments:		

Start: **End:**	**Setting:**	**Activity:**
Antecedent:	**Behavior:**	**Consequence:**
Comments:		

Start: **End:**	**Setting:**	**Activity:**
Antecedent:	**Behavior:**	**Consequence:**
Comments:		

II. Summary

1. Identify the settings, activities, and consequences that appear to be related to the occurrence and nonoccurrence of the target behavior(s).

   _____

   _____

2. Identify the events that occur prior to and after the target behavior(s).

   _____

   _____

3. Are they consistent with other information collected? ○ Consistent ○ Inconsistent

   Comments: _____

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Conducting Functional Behavioral Assessments

TEMPORAL ANALYSIS AND RANKING FORM

Student _____ Rater _____ Week of ___/___/___

Dimension being rated: ❍ Frequency ❍ Duration ❍ Intensity ❍ Other _____

Target behavior(s) observed _____

Directions: Rank the student's target behavior(s) for the designated time period.

All scales rated from 1 (low) to 10 (high)

	TIME (Increments should align with distinct changes in settings/activities.)											
DAY												
Mon												
Tues												
Wed												
Thur												
Fri												

1. In what situation(s) are the rankings of the target behavior(s) highest?

Location	*Time*	*Person(s)*	*Instructional Context*
❍ In class	❍ Arrival to school	❍ Teacher(s)	❍ Entire group
❍ Hallways	❍ Morning	❍ Specialist(s)	❍ Small group
❍ Cafeteria	❍ Lunch	❍ Support staff	❍ Individual
❍ Special classes	❍ Afternoon	❍ Bus driver	❍ Transition
❍ Bus	❍ Recess/break	❍ Peer(s)	❍ Other
❍ Other	❍ Other	❍ Other	

Comments: _____

2. In what situations are the rankings of the target behaviors lowest?

Location	*Time*	*Person(s)*	*Instructional Context*
❍ In class	❍ Arrival to school	❍ Teacher(s)	❍ Entire group
❍ Hallways	❍ Morning	❍ Specialist(s)	❍ Small group
❍ Cafeteria	❍ Lunch	❍ Support staff	❍ Individual
❍ Special classes	❍ Afternoon	❍ Bus driver	❍ Transition
❍ Bus	❍ Recess/break	❍ Peer(s)	❍ Other
❍ Other	❍ Other	❍ Other	

Comments:

_____

3. Are they consistent with other information collected? ❍ Consistent ❍ Inconsistent

Comments: _____

_____

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SUMMARY ANALYSIS FORM

Student _____ Date ____/____/___

Staff Present _____ _____

_____ _____

_____ _____

I. Data Collection Procedures

1. Procedures used to collect information for the functional behavioral assessment.
   ❍ Interview/Self-Report ❍ Observation ❍ Temporal Analysis/Ranking ❍ Other _____

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. What key events appear to be related to the occurrence of the target behavior(s)?

   _____

   _____

   _____

3. What key events appear to be related to the nonoccurrence of the target behavior(s)?

   _____

   _____

   _____

4. Are there any other internal and external events that influence the target behavior(s)?

   _____

   _____

   _____

III. Events That Occur Prior to and After the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

   _____

   _____

   _____

6. What typically happens after the student exhibits the target behavior(s)?

   _____

   _____

   _____

IV. Potential Function of Target Behavior(s)

7. What is the potential function of the target behavior(s)?

❍ *Access*	❍ *Escape/Avoidance*	❍ *Autonomic Reinf.*	❍ *Multiple*
❍ Object/activity	❍ Activity	❍ Comment:	❍ Access
❍ Adult attention	❍ Adult engagement		❍ Escape/avoidance
❍ Peer attention	❍ Peer engagement		❍ Autonomic reinf.

Comments: _____

_____

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